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ABSTRACT

Four annual surveys of the 50 states provide data for analyzing nation-wide trends in competency assessment of teachers. Most state plans for teacher competency assessment include testing one or more areas of basic skills, professional or pedagogical skills, and academic knowledge. The testing occurs at the entry level--admission to the teacher education program--and/or prior to certification. A growing number of states require an internship or beginning teacher year with appropriate assessment before initial certification can be awarded. Precis are presented of information on teacher assessment from each state. Data analysis appears to justify the following conclusions: (1) State competency assessment of programs has grown rapidly over the last 6 years and may be expected to continue to increase; (2) Trends continue to emphasize testing in the basic skill areas to be used for certification purposes; (3) Fewer states are using legislative action to mandate competency assessment of teachers, and more states are using state department of education regulations; (4) States are increasingly mandating an induction year prior to the issuance of a certificate; and (5) More states are choosing to use nationally standardized tests rather than develop their own. Several tables detailing each state's position on different types of competency assessment of teachers, as well as contact people for each state, are included. (JD)

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COMPETENCY ASSESSMENT OF TEACHERS: 1980-1983

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COMPETENCY ASSESSMENT OF TEACHERS: 1980-1983

Since its beginning in 1977, the movement of states to assess the competency of teachers has virtually encompassed the United States. As of October 1983, 30 states reported some type of teacher assessment program, 12 reported planning serious discussion of such programs, and only 8 reported no activity. The importance that the nation has placed on assuring a competent teaching force is evident from the fact that beginning with three states in 1977, state mandates to test the competency of teachers grew to 12 in 1980; 22 in 1981; 28 in 1982; and 30 in 1983. Moreover, a large number of the 12 states reporting planning can be expected to join the movement within the next two years.

The movement to test teachers grew out of an earlier movement to test the competency of elementary and secondary students. If students' test scores fell appreciably below the public's expectations, and they did, then it was understandable that the public could believe that some part of the problem could be traced to teaching and teachers. Consequently, state legislatures and state departments of education, responding to public opinion, mandated that teachers should be tested to assure their competency and, hopefully, assure their safe practice with clients.

Most state plans for teacher competency assessment include testing of one or more areas of 1) basic skills, 2) professional or pedagogical skills, and 3) academic knowledge. The testing occurs at the entry level, that is, admission to the teacher education program, and/or prior to certification. A growing number of states require an internship or beginning teacher year with appropriate assessment before initial certification can be awarded.

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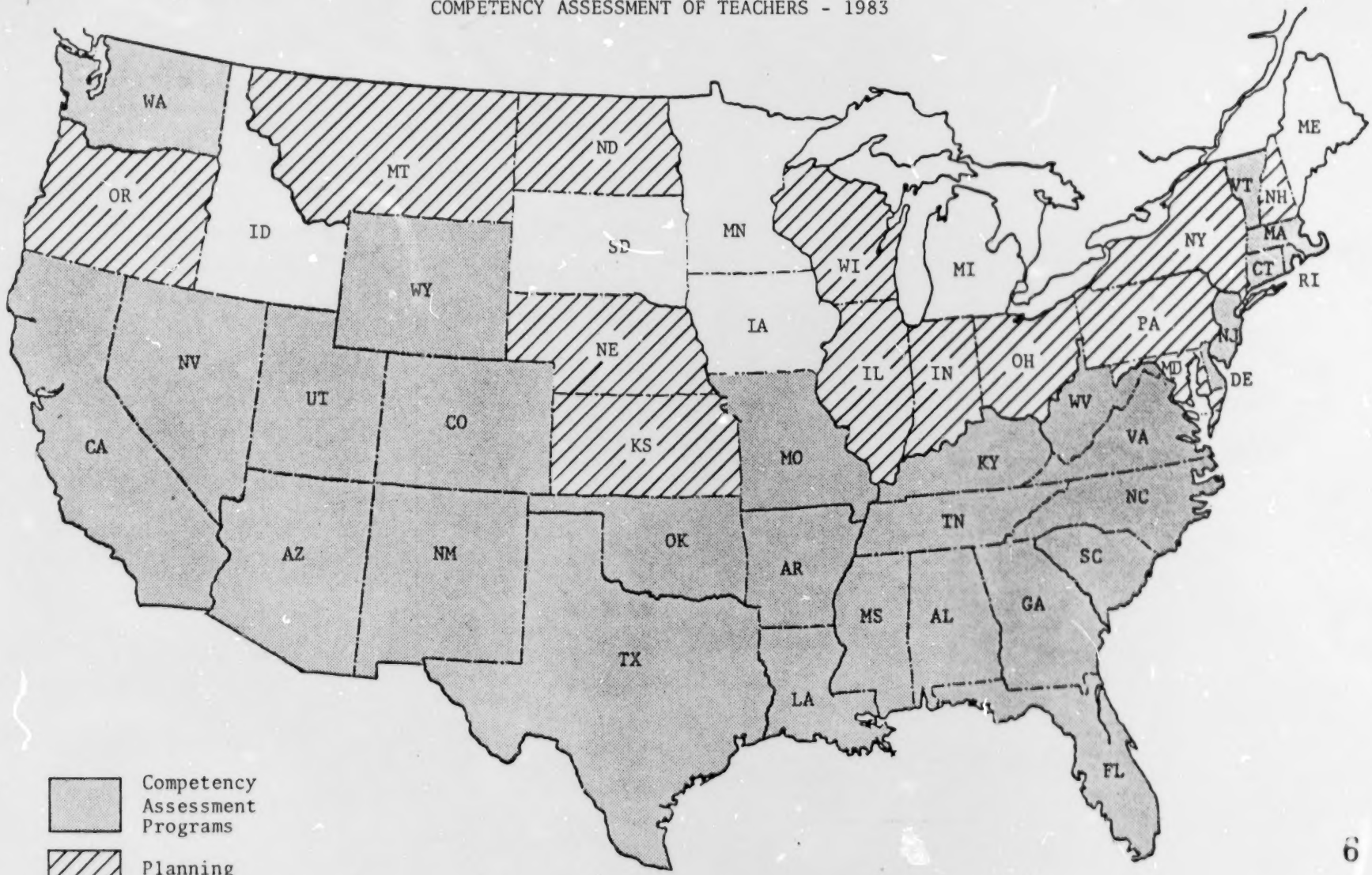
The status of competency assessment of teachers in 1983 can be seen at a glance of the accompanying map. It is immediately evident that the concentration of activity has occurred in the southern half of the United States. This is not surprising since the movement had its beginning in the southeast.

Although it is difficult to attribute a beginning to the movement, most authorities consider Louisiana's Acts of 1977, #16, to be significant. That Act stated ". . .any person applying for initial certification as a teacher must have satisfactorily passed an examination to include English proficiency, pedagogical knowledge, and knowledge in his area of specialization." It should be noted, however, that North Carolina had required the National Teachers Examination as a prerequisite for certification since 1964 and Georgia began developing their plans as early as 1970 and implemented them in 1978. Florida joined the movement in 1978 and was followed by Arkansas, North Carolina, South Carolina, and Tennessee in 1979. Thus, the early impetus to assess the competency of teachers was focused in the southeastern states.

The influence of the Southern Regional Education Board (SREB) and its advocacy of teacher competency assessment cannot be overlooked. The SREB not only advocated testing of teachers prior to 1979 but it presently advocates reciprocity for programs requiring testing certification among its 14 member states. It is not coincidental that all 14 SREB states are included among those with mandates for teacher testing.

It can also be observed from the map that the movement is expanding northward at a rapid rate, as indicated by the number of states designated by diagonal lines, which have reported planning or discussion of similar plans.

COMPETENCY ASSESSMENT OF TEACHERS - 1983



*Includes Alaska and Hawaii

States indicated in white have indicated no activity at present or anticipated in the foreseeable future.

There are considerable variations of state plans for assessment. They range from as simple as Washington's and Utah's requirements that institutions of higher education test the basic skills of applicants for admission to teacher education programs to highly complex systems as implemented in Florida and Georgia. An indication of the variance and the complexity of different state programs can be gained from Table 1 indicating the state; type of mandate; date of mandate and date of implementation, if known; level at which tested; skills tested; and type of tests used.*

It is interesting to note that 11 states have chosen to mandate testing via legislation, while 22 states have issued some type of state department of education regulation. In three states both SDE and legislative mandates were issued. It is further interesting to note that 12 states require testing at both the admissions and certification levels. Inclusively, however, 25 states require testing for certification and 17 require testing for admission to teacher education programs. In terms of skills tested, states are most concerned about basic skills (25), followed by professional or pedagogical skills (20), and academic skills (19).

An emerging trend worthy of note is the fact that states are increasingly mandating a year of internship or a beginning teacher year. This induction year invariably requires assessment of teaching skills prior to the issuance of a teaching certificate.

Early in the movement, customized tests were frequently developed by states. A more recent trend is to use nationally standardized tests both for purposes of economy and inter- and intra-state comparative value.

TABLE 1

STATES MANDATING COMPETENCY ASSESSMENT OF TEACHERS - 1983

State	Mandate		Date	Level		Skills Tested				Type of Tests	
	Legislative	St. Bd. of Educ.	Mandated / Implemented	Admissions	Certification	Basic	Professional	Academic	On-the-Job	National Std.	Customized
Alabama		X	80 / 81	X	X	X	X	X		X	X
Arizona	X	X	80 / 81		X	X	X				X
Arkansas	X	X	79 / 83		X	X	X	X		X	
California		X	81 / 83		X	X		X			X
Colorado	X		81 / 83	X		X				X	
Connecticut		X	82 / 85	X	X	X	X	X			X
Delaware		X	82 / 85		X	X				X	
Florida	X		78 / 80	X	X	X	X		X		X
Georgia		X	75 / 78		X		X	X	X		X
Kentucky		X	82 / 83-85	X	X	X	X	X	X	X	
Louisiana	X		77 / 79		X	X	X	X		X	
Massachusetts		X	79 / 82		X	X	X	X			X
Mississippi		X	82 / 84	X	X	X	X			X	
Missouri		X	83 / 84	X	X	X				X	
Nevada	X		82 /	X	X	X	X	X	X	X	
New Jersey		X	83 / 87		X		X	X		X	X
New Mexico	X	X	81 / 83	X	X	X	X	X			X
New York		X	83 / 84		X	X	X		X		
North Carolina		X	79 / 82	X	X	X	X			X	X

Alabama		X	80 / 81	X	X	X	X	X		X	X
Arizona	X	X	80 / 81		X	X	X				X
Arkansas	X	X	79 / 83		X	X	X	X		X	
California		X	81 / 83		X	X		X			X
Colorado	X		81 / 83	X		X				X	
Connecticut		X	82 / 85	X	X	X	X	X			X
Delaware		X	82 / 85		X	X				X	
Florida	X		78 / 80	X	X	X	X		X		X
Georgia		X	75 / 78		X		X	X	X		X
Kentucky		X	82 / 83-85	X	X	X	X	X	X	X	
Louisiana	X		77 / 79		X	X	X	X		X	
Massachusetts		X	79 / 82		X	X	X	X			X
Mississippi		X	82 / 84	X	X	X	X			X	
Missouri		X	83 / 84	X	X	X				X	
Nevada	X		82 /	X	X	X	X	X	X	X	
New Jersey		X	83 / 87		X		X	X		X	X
New Mexico	X	X	81 / 83	X	X	X	X	X			X
New York		X	83 / 84		X	X	X		X		
North Carolina		X	79 / 82	X	X	X	X			X	X
Oklahoma	X		80 / 82		X	X		X	X		X
Rhode Island		X	/ 81		X			X			X
South Carolina	X		79 / 83	X	X	X	X	X	X	X	X
Tennessee		X	79 / 79	X		X	X	X		X	
Texas	X		81 / 84-86	X	X	X		X		X	
Utah		X		X		X				X	
Vermont		X	/ 82		X		X	X	X		X
Virginia	X		80 / 84		X		X	X	X	X	X
Washington		X		X		X				X	
West Virginia		X	82 / 85	X	X	X	X	X	X		X
Wyoming		X		X		X				X	
TOTALS - 30	11	22		17	25	25	20	19	10	18	16

Several states indicated in the 1983 survey that they were planning to implement some form of competency assessment of teachers, had study groups appointed, or otherwise were in serious discussion and consideration of a plan. These states appear in Table 2 indicating their plans insofar as they have been defined. Also the Table identifies the year of the survey in which the state first indicated planning.

Presently, 12 states indicate some level of planning. During the past four surveys, 25 states indicated planning, of which 13 subsequently mandated programs. Four states, however—Illinois, Indiana, Kansas, and Wisconsin—first indicated planning in 1980 and continue to indicate planning again in 1983. Only two states, Iowa and South Dakota, have indicated planning activity at one time and later "dropped out" of the movement by reporting no further planning. Judging from past history, at least six of the states presently indicating planning activity may be expected to mandate programs within the next two years.

Conclusions

Data drawn from four annual surveys of competency assessment of teachers in the fifty states appear to justify the following conclusions:

1. State competency assessment of teachers programs, having grown from 3 to 30 since 1977, may be expected to continue to increase, since 12 states report planning activity in 1983.
2. Trends continue to emphasize testing in the basic skills areas to be used for certification purposes.
3. Fewer states are using legislative action to mandate competency assessment of teachers and more states are using state department of education regulations.

TABLE 2

STATES REPORTING PLANNING OR DISCUSSION OF
COMPETENCY ASSESSMENT OF TEACHERS - 1983

State	Level		Skills Tested				Type of Tests		Year First Reported Planning
	Admissions	Certification	Basic	Professional	Academic	On-the-Job	Standardized	Customized	
Illinois	X	X	X						1980
Indiana	X		X						1980
Kansas	X	X	X			X			1980
Maryland	X	X	X	X	X		X	X	1982
Montana									1982
Nebraska	X		X						1982
New Hampshire									1983
North Dakota		X	X						1983
Ohio		X	X	X	X			X	1982
Oregon	X	X	X				X		1983
Pennsylvania	X		X						1983
Wisconsin	X	X	X	X	X		X		1980
TOTALS - 12	8	7	10	3	3	1	3	2	

4. States are increasingly mandating an induction year prior to the issuance of a certificate. The year is most frequently called an internship or beginning teacher year. Assessment, usually by a team of visitors, is generally a provision.
5. More states are choosing to use nationally standardized tests rather than developing their own. Apparently this is a result of prohibitive costs of test development and the additional advantage of national and state comparability.

*NOTE: The data reported herein were obtained by survey involving inquiries sent to directors of teacher education and certification in each state and to a selected dean of education in each state. The author is indebted to the individuals who responded.

The writer readily acknowledges that the data presented may contain inaccuracies due to the complexity of programs and the rapid changes occurring in many states. Summative descriptions of the activities in each state and a listing of data sources are available from the author.

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Alabama

National Evaluation Systems, Inc., was contracted to assist in the development of the English Language Proficiency Test to be passed prior to admission to the undergraduate teacher education program. The English Language Proficiency Test was first administered in November 1981 and is administered four times per year. The state also requires a score of 16 on the ACT or 745 on the SAT for entry into teacher education programs. National Evaluation Systems was also contracted to assist in the development of the Basic Professional Studies Test and the teaching field tests of the Alabama Initial Teacher Certification Testing Program. The certification testing program was implemented in June 1981 and is administered three times per year. Individuals who are test candidates must complete an approved teacher education program and pass the appropriate test(s) of the AITCT prior to the issuance of their certificates, regardless of the level of certification for which the individual is applying.

Arizona

In January 1979, HB 2034 was introduced requiring all candidates for certification to pass a national standardized test in English and math selected by the State Board of Education and to score at the 50th percentile or above. The bill died in regular session. It was reintroduced in the second special session as HOB 2024 where it passed. A task force was appointed to review, find, or develop an appropriate test. On June 22, 1981, the Arizona State Board of Education adopted Rule R7-a-604 on Teacher Proficiency Testing. The rule prescribes that all applicants for basic or standard teaching certificates be tested in reading, grammar, mathematics, and additional competency areas as may be required by the Board.

The Arizona Teacher Proficiency Examination (ATPE) was adopted with the provision that effective July 1, 1981, an applicant must score at least 75% correct responses. As of January 1, 1982, all applicants must now score at least 80% correct responses on a composite score to qualify for certification. A further provision states that the Professional Knowledge Subtest shall be incorporated into the ATPE on a field test basis from July 1981. During this time at least 50% correct scores will be required for a passing score. A $10 fee is charged each applicant for administration and evaluation of the ATPE.

Arkansas

Act 814, passed by both the Senate and the House, directed the State Board of Education to promulgate rules and regulations for teacher certification that include the concept of competency testing as a condition for certification. The bill specified the National Teachers Examination (now the NTE Program) or a similar exam designated by the State Board of Education. Mandated cut-off scores on the NTE became effective in February 1983. In addition, the State Board of Education, at a meeting on September 13, 1982, adopted the following changes in teacher education and certification:

1. Revised the NTE Program regulations to include the Core Test of Professional Knowledge in lieu of the Commons Examination. In the certification for Speech Pathology the Core Tests of General Knowledge and Communication Skills are required rather than the Core Test for Professional Knowledge.

2. The Area Specialty Tests are required for each field of certification. Minimum cut-off scores for the validated tests have been established and are enforced.

3. Recommended that each college or university training teachers require the Communication Skills and General Knowledge Tests of the NTE Program or similar examination prior to recommending an applicant for certification. The level of minimum performance was left to the degree-granting institution.

California

The major area of competency assessment for California teachers and other certificated personnel is in basic skills. The basic skills assessed are reading, writing, and mathematics, and thse are confirmed by passing the California Basic Educational Skills Test (CBEST).

After January 31, 1983, all types of credentials and additional authorizations have been issued only after the applicants have passed the CBEST. In July 1983, several exemptions were added by the California legislature. The three main exemptions are children's center instructional permits not requiring bachelor's degrees, school nurse credentials, and additional teaching authorizations for those individuals currently holding teaching credentials.

Also after January 31, 1983, school districts may not initially hire teachers or other certificated personnel until they have passed the CBEST, with the exception of those who have been employed by a school district during the 39 months preceding this new employment.

Applicants for admission to state approved programs of professional preparation in California colleges and universities must take the basic skills test for diagnostic purposes prior to the admission application deadline. Some institutions may require that the test be passed before the beginning of student teaching.

At present, the CBEST test is administered four times a year at test centers throughout the state. Approximately 30,000 people took the test for the first time at one of the four administrations held during the first year; about 7,000 of these people have taken the test two or more times.

California also uses competency assessments to test the language proficiency and cultural knowledge of bilingual teachers and the professional education knowledge of the Special Education Resource Specialist. The Bilingual Certificate of Competence is now available using this method but the competency assessment for the Resource Specialist is not yet ready to implement. Once a set of competencies has been adopted by the Commission on Teacher Credentialing, candidates will be able to fulfill the requirements for the Clear Resource Specialist Certificate of Competence through either completing a program approved by the Commission or being assessed by a local assessor agency whose plan for assessment has been approved by the Commission. Through either route candidates must demonstrate proficiency in specified competencies related to (1) consultation, (2) coordination, (3) staff development and inservice education, and (4) parent education.

Colorado

As a result of House Bill 1412 passed in the Spring of 1981, implementation of a uniform basic skills competency testing program began January 1, 1983. The skills assessed are oral and written English and mathematics. Candidates for certification must present scores at or above the 75th percentile on the California Achievement Test in both mathematics and English, Level 19, to be considered acceptably competent in these areas. Competency in oral English may be demonstrated by successful completion of a college-level public speaking course in which a B- or better is earned. Competency in oral English may also be achieved at a testing center by a competency assessment conducted by a panel of three judges. Each Colorado institution of higher education with an approved teacher education program is a testing center. Testing is restricted to individuals applying for admission to a teacher education program or for an initial Colorado certificate.

Connecticut

On April 7, 1982, the Connecticut State Board of Education passed a resolution commending the work of the Professional Development Council and approving the recommendations contained in the report, "Recommendations for Ensuring Professional Competence." Two recommendations dealing with competency assessment were:

1. That the State Board of Education, in cooperation with the Board of Higher Education (BHE) and representatives of teachers (includes administrators and specialists) and teacher educators, by the Spring of 1985, select or develop a skills examination in mathematics, reading, and writing and set uniform standards to be applied statewide. The examination would be field tested with candidates entering teacher preparation programs in the Fall of 1985. The field test would be used to determine the need for the test and whether modifications were necessary to assure test validity and eliminate cultural bias. If the previous conditions were met, the test would be used as a screening mechanism for entrance into teacher

preparation programs and would be fully implemented by the Spring of 1986. When appropriate, remediation and re-examination for those receiving unsatisfactory scores would be undertaken. This requirement would be added to the procedures and standards for the approval of Connecticut teacher preparation programs.

2. That the State Board of Education, in cooperation with the Board of Higher Education and representatives of teachers (includes administrators and specialists) and teacher educators, by the Spring of 1986, select or develop examinations of professional knowledge and subject matter proficiency appropriate to all fields of certification and set uniform standards to be applied statewide. These examinations would be field tested in the Fall of 1986. The field test would be used to determine the need for the test and whether modifications were necessary to assure test validity and eliminate cultural bias. If the previous conditions were met, the test would be fully implemented by the Spring of 1987. When appropriate, remediation and re-examination for those receiving unsatisfactory scores would be undertaken. Successful completion of these examinations would be added to the procedures and standards for the approval of Connecticut teacher preparation programs. Amendment to the certification regulations would be proposed to incorporate this recommendation. The teacher preparation institutions would be responsible for administering these approved examinations.

Committees are at work studying and implementing the recommendations.

Delaware

The State Board of Education meeting on September 16, 1982, adopted several new regulations governing certification: one change included a recommendation from the Teacher Competence Study Committee that requires new employees to pass a standard test of basic skills. Issuance of five (5)-year probationary licenses will begin at once and the basic skills competency tests for new applicants will be required effective July 1, 1983.

All applicants seeking initial certification in the state must now take the Pre-Professional Skills Tests (PPST) and meet the minimum passing score in reading, mathematics, and writing. The PPST was developed by ETS and is administered by ETS in the state at designated sites.

Florida

Beginning with the legislation of 1978, Florida has initiated a number of changes in the assessment of prospective teachers prior to certification. Since 1980, all state approved teacher education programs have been required to include as an admission requirement a score at or above the 40th percentile on a nationally-normed college entrance examination. This equates to a score of 17 on the ACT and an 835 on the SAT. Also beginning in 1980, prospective teachers seeking certification are required to demonstrate mastery of Florida's minimum essential generic competencies and such specialization and other competencies as adopted by the State Board of Education on a comprehensive examination. The current Florida Teacher Certification Examination includes subtests in mathematics, reading, writing, and professional education.

A year-long beginning teacher program was initiated in 1982. The purpose of this program is to provide an organized professional support and development program for all beginning teachers. Completion of the program requires a satisfactory assessment of the candidate's demonstration of the Florida essential competencies and skills and behaviors gleaned from the teacher effectiveness research.

The Florida Performance Measurement System has been developed by a coalition of school districts and universities. Its measurement and development components are based on indicators of effective teacher behavior drawn from research on teaching.

In 1983, the Florida legislature passed the Quality Instructional Incentive Program. This program specifies additional high school graduation requirements and a two-tiered incentive program for teachers. The first tier is a district level incentive program to be negotiated between the school district and the local teacher organizations. The second tier establishes a career ladder for teachers in Florida by adding an associate master teacher and master teacher level to the existing beginning teacher and regular teacher steps. This program, scheduled to begin in the Fall of 1984, was funded with an appropriation of $80,000,000.

Florida is currently conducting extensive studies of its certification and program approval policies. Proposed preservice and inservice program approval standards are based on measures of increased competency and performance of participants. For example, the proposed preservice program approval rules require that 80% of the graduates pass the Florida Teacher Certification Examination and 90% pass the performance evaluation of the Florida Beginning Teacher Program during the first year of teaching.

Georgia

The Georgia Department of Education began developing a plan for performance-based certification in 1970. Applicants for certification who complete initial preparation after September 1, 1978, must pass a criterion-referenced Teacher Certification Test (TCT) of the basic knowledge of their certification field. Applicants who add a new certification field after September 1, 1980, must also pass the TCT in each new field. In addition, applicants after May 1, 1980, will receive a non-renewable certificate valid for three years during which time they must demonstrate acceptable performance on 14 generic teaching competencies as assessed by evaluators using the Teacher Performance Assessment Instruments (TPAI). Preliminary versions of assessment instruments for leadership personnel have been developed and are available as an aid to schools for the evaluation of personnel but are not presently being used as part of the certification procedure. The performance-based certification process is designed to provide an external audit of the college product and to provide an opportunity for the development of specific staff development activities to assist beginning teachers in becoming professional teachers with the result that student learning is increased. The three-year cumulative pass rate for

applicants taking the Teacher Certification Test for the first time is 78%. The cumulative re-take pass rate is 64%. The three-year cumulative pass rate (first-time and re-take) is 87%. In 1982-83, 72% of the beginning teachers met the performance criteria on all 14 competencies of the TPAI during their first year. At the end of the initial three years, 74% of the beginning teachers assessed under the TPAI had met all of the performance criteria and 5% were still in the process of being assessed.

Illinois

No bills related to competency/proficiency testing for teachers were introduced in the Illinois General Assembly in either the 1982 or 1983 sessions. The State Board of Education is currently completing a two-year study of teacher education, preservice and inservice, which will include attention to the desirability of using a variety of means for assessing applicants for certificates.

It is likely that the Illinois State Board of Education will act on the following staff recommendations in the academic year 1983-84:

1. The State Board of Education commit itself to establishing more rigorous and uniform standards for admission into and retention in all programs—undergraduate and graduate—leading to certification by June 1985.

2. The State Board of Education request the State Teacher Certification Board to recommend by January 1985 specific policies that address assessment of both content knowledge and practical performance as well as admission and retention standards in all programs leading to certification.

3. The State Board of Education request the State Teacher Certification Board to propose a program for annually assessing the quality of the cadre of candidates recommended for certification by Illinois institutions.

Indiana

The Teacher Training and Licensing Commission of the Indiana State Board of Education has adopted a proposal on competency assessment of teachers. The proposal would require all Indiana teacher training institutions to require passage at a common score of a basic skills test in reading, writing, and math prior to admission to a teacher education program. The proposal would also be mandatory for candidates for Indiana licensure who have received their training out of state.

The proposal, if adopted, would become effective July 1, 1984. A public hearing on the proposed rule will be held on December 15, 1983. Little opposition to the proposal is expected.

Kansas

During the past two sessions of the Kansas legislature (1982 and 1983), the State's Board of Education has introduced senate bills establishing a test for all initial applicants for certification but neither has made it beyond the senate subcommittee. The State Board probably will submit a similar bill during the 1984 legislative session.

Preadmission tests for entry into teacher education programs were implemented in the fall semester of 1983 at the six state universities in Kansas. Included are NTE's preprofessional skills tests in writing and mathematics and a test in reading.

The Kansas State Board of Education will again in 1984 submit an issue paper to the governor covering three major areas of concern: teacher testing for certification, a one-year assistanceship program for beginning teachers, and an ongoing staff development program.

Kentucky

The Kentucky Council on Teacher Education and Certification made a recommendation to the Kentucky State Department of Education on competency assessment of teachers. The recommendation was in two parts: (1) entry into teacher education programs and (2) certification. The recommendation for admission into teacher education requires that all applicants score at the 12th grade level or above on a standardized test in English and mathematics. It also requires an overall GPA of 2.5 before admission to student teaching. The State Board of Education approved the recommendation and the requirements become effective with the entering freshmen of 1981.

The recommendation for competency testing for certification will require a State Department of Education administered test of basic skills, professional knowledge, and academic knowledge. It also recommends a one-year internship or probationary year where the beginning teacher is assessed on professional skills by a team of three. Following successful completion of the internship, the teacher may receive a provisional teaching certificate valid for ten years.

To implement the position statement, proposed legislation has been drafted which would provide for the testing portion of the proposal to apply initially to applicants for teacher certification after January 1, 1985, and the "internship" to apply for the beginning teachers employed for the 1985-86 school year. The time immediately following the 1984 legislative session will be used for preparing training packages to be used later by colleges and school personnel to prepare for the internship. Also, it is expected that several additional specialty tests will need to be developed. While no official decision has been made with respect to the choice of the testing instruments, a validation study has been conducted relating to the appropriateness of the new National Teacher Examinations for the Kentucky situation.

Louisiana

The Acts of 1977, #16, prescribed that any person applying for initial certification as a teacher "shall have passed satisfactorily an examination, which shall include English proficiency, pedagogical knowledge, and knowledge in his area of specialization..." The superintendent of education was charged with administration of the policy and he chose the NTE. Act #677 of 1981 provides that persons who score within 10% of the appropriate cutoff score on the NTE may be employed by a school system on a renewable emergency permit. When the appropriate score is presented, the standard certificate will be issued.

As a result of the revision of the NTE Commons Examinations, new scores have been adopted for initial certification in Louisiana. Even though the old Commons Examinations are no longer given, we will continue to accept scores for individuals who had previously taken that exam.

Maryland

Maryland has neither legislated nor state-mandated action which would require competency assessment of teachers. However, the Commission on Quality Teaching has developed its draft recommendations and has recommended that:

- "a college must have among its requirements into the teacher education program that a student must meet a Maryland State Board of Education requirement on a statewide standard basic skills test (mathematics, reading, and writing). This test could be the new pre-professional Basic Skills Test being developed by the Education Testing Service."
- "the Maryland State Board of Education should develop a bylaw which would grant initial teaching certificates to those candidates who...obtain satisfactory scores on a test which would be selected by the Professional Standards and Teacher Education Advisory Board, include basic literacy skills, communication and computational skills, liberal arts content, content from the college major, and professional education content..."
- "the beginning teacher would be required to pass minimum statewide criteria for effective teaching" as a requirement for full initial teaching certification.

The state may have policies on these matters a year from now, but at this time these concepts are only recommendations from the Commission to the State Board of Education.

Massachusetts

In 1979 after more than four years of study by the Advisory Commission on Educational Personnel and following six public hearings held throughout the Commonwealth, the State Board of Education adopted new regulations for the certification of educational personnel effective September 1, 1982. These regulations shift emphasis of certification for teachers from course-work to demonstrated competence in teaching as determined by the college supervisor and the cooperating practitioner during the student teaching practicum. There are five common standards for the classroom teacher which set the tone for the regulations. According to these standards, the effective teacher:

- is knowledgeable in the field proposed for certification;
- communicates clearly, understandably, and appropriately;
- designs instruction to facilitate learning consistent with the needs and interest of the learners and so as to maintain a sense of order and purpose in the classroom;
- uses the results of various evaluative procedures to assess the effectiveness of instruction; and
- is equitable, sensitive, and responsive to all learners.

Mississippi

Admission to teacher education as required by the Board of Trustees of State Institutions of Higher Learning is as follows:

Successful completion of the College Outcome Measures Project (COMP) Exam. A student is required to take only the speaking and writing areas of the COMP if that student has a 3.2 (on a 4.0 scale) overall grade-point average at the end of the first semester of the sophomore year or if that student has earned a composite score of at least 18 on the ACT Assessment. No student can bypass the speaking and writing areas of the COMP.

A score of 170 is required on the COMP Composite Examination; a score of 17 is required on the speaking area of the COMP; and a score of 17 is required on the writing area of the COMP.

Certification requirements as mandated by the Mississippi State Department of Education are as follows:

CORE BATTERY SCORES	MINIMUM SCORE
Communicative Skills	641
General Knowledge	636
Professional Knowledge	639

AREA EXAMINATION

Minimum scores range from a low of 445 in Audiology to a high of 512 in Mathematics.

The recently passed Education Reform Act of 1982 requires an internship of one year during which the competency of the intern will be assessed.

Missouri

On May 14, 1981, the Missouri State Board of Education established a regulation requiring prospective teachers to make a passing score on either the ACT or SAT before being admitted to a teacher education program. The regulation has the following implementation steps:

1. Basic competency requirements will become effective July 1, 1984, for all students prior to formal admission into the professional teacher education programs of the institutions of higher education in Missouri.

2. The American College Test (ACT) or the Scholastic Aptitude Test (SAT) will be used to test for the competency required.

3. If a student has previously taken the ACT or SAT, the institution of higher education may accept those scores.

4. A student testing below the established entry-level score of 800 on the SAT or 18 on the ACT may qualify for formal admission into the teacher education program by:

   a. retaking the ACT or SAT and scoring at or above the established entry-level score.
   b. demonstrating entry-level competency in appropriate college courses and on tests administered by the institution. This option may be used in those exceptional instances where, in the judgment of the faculty, the ACT or SAT does not reveal the student's basic competency.

5. Students with physical handicapping conditions preventing valid test administration of the ACT or SAT may be evaluated for basic competency in reading, English usage, and mathematics through appropriate testing instruments and/or procedures by psychometrists designated or approved by the appropriate academic officer of the institution.

6. Each institution in Missouri with a teacher education program shall develop a written policy to implement the above requirements as part of its planned teacher education program.

The new regulations are to take effect on July 1, 1984.

Montana

At the present time, there is no legislated requirement for competency assessment of teachers. The State Board of Public Education has had general discussion on teacher testing for several months. They have now formulated a plan to formally receive information on testing to decide if they will implement it for certification.

Nebraska

The State of Nebraska has not developed, through either legislative action or Department of Education regulation, any form of mandated competency assessment of teachers. The Nebraska Council on Teacher Education, which is the quasi-legal group that works on such things as standards, etc., is reviewing the entire issue of competency assessment either by exam or other form of institutionally-developed procedures. It is expected that some new requirements will emerge from this effort.

Nevada

The Nevada Professional Standards Commission in conjunction with the Department of Education worked to develop an approved program approach leading to teacher certification. Within the approved program are standards which require entrance and exit minimums for education students. The approved program fits into a comprehensive teacher competency plan. An internship component is also part of the plan, though it will not likely be pursued until the preservice components are implemented. The plan was passed by the State Board of Education in December 1982 and endorsed by legislative resolution in the 1983 Nevada legislation.

New Hampshire

The State Board Committee to Study Certification recommended testing prospective teachers prior to entry into the teacher education program and again prior to certification. The recommendation was submitted to the State Department of Education in the Fall of 1983. No action has been taken at this time.

New Jersey

New state standards for approved programs were approved effective September 1, 1983. Beginning with the class of 1987, all beginning teachers will be required to pass tests of subject matter competency and a teaching performance assessment. Currently, tests may be standardized or local instruments. New legislation is expected that will require "state chosen" tests for certification in addition to the college required assessments.

New Mexico

The New Mexico legislature designated via the appropriations bill an amount of $35,000 "for the purpose of conducting an accountability study of student performance as a factor in school accountability and the inclusion of student progress in the evaluation of local school district certified personnel." An accountability task force was formed and the first meeting was held on October 22, 1980. The accountability study was completed with interim reports presented to the State Board of Education and the Legislative Education Study Committee. More recently, the New Mexico State Board of Education has adopted a two-phase Staff Accountability Plan for New Mexico schools:

Provision I requires New Mexico institutions that are approved by the State Board of Education to administer a written basic skills examination in reading, writing, and math for students prior to admission to the Teacher Education Program. This examination must be administered after July 1, 1983.

Provision II - After July 1, 1983, all applicants for initial certification will be required to complete an examination of general education, communication skills methods and practices, and content specialization knowledge as part of the requirements for certification in New Mexico.

New York

A task force to look at the improvement of teacher education was appointed in 1975. The final report of the task force was submitted to the State Department of Education on April 1, 1977. It recommended that: legislation be introduced establishing teaching as a licensed profession, a licensing examination be developed, and that beginning teachers be considered "interns" and provided with supportive services. After three years of work, hearings, and consultation, the Board of Regents proposed as part of their 1982 legislative/budget proposal that the following five-point program be established:

1. Legislative enactment of the declaration that teaching is a licensed profession

2. A licensing examination for admission to the profession

3. A year-long internship for beginning teachers that includes supportive services by the employing district and evaluation by the state

4. A statewide program of coordinated inservice education

5. A formalized system, by each district, of the annual review of professional performance

In the 1983 legislative session, no action was taken in any of the items. They will be submitted again in 1984. The Regents did approve a regulation which established the date of September 2, 1984, as the initiation of the examination requirement for new applicants for certification. Full implementation is dependent on an allocation of funds for development of the examination. In anticipation of funds becoming available, the Department in cooperation with Educational Testing Service, has conducted a validity study of the "Core Battery Tests." A decision on the use of that test is expected by January 1984.

North Carolina

North Carolina initiated a Quality Assurance Program in October 1978 by joint resolution of the State Board of Education and the Board of Governors of the University of North Carolina. This program has involved hundreds of professionals in developing competencies for the certification of

professional personnel. The identified competencies have been submitted to certified employees in the public schools for verification. The basic preliminary development of the program has been completed. The revised "Standards and Guidelines" have been adopted by the State Board of Education and implementation will begin. The program calls for early examination of entrance requirements and pre-teacher education screening in basic skills. Progressive evaluation of progress will be required with early identification and correction of deficiencies incorporated into the approved program process. Failures should be identified early in the program for each individual. External testing, using the NTE, for entry into teacher education and at the exit level will be required. Performance during the first two years of employment will become a part of the certification process. Performance evaluation of all school personnel began with the 1982-83 school year.

North Dakota

The State Superintendent, Department of Public Instruction, has made the statement publicly that North Dakota will have a competency test for teacher education graduates prior to receiving their initial certificate before July 1, 1984. Under the laws/regulations/etc., he can do this on his own if he chooses. It is not yet determined what he means by competency testing of all entering teachers. It probably will not apply to teachers already in the profession. It is thought that he is talking about testing the competency of the beginners in basic skills—that is, reading, writing, and math. Officially nothing is legislated/mandated yet.

Ohio

The Ohio Teacher Education and Certification Advisory Commission (an advisory body to the State Board of Education) is engaged in a systematic study of the competency assessment issue. The study process was initiated during 1982 when the Commission heard presentations by a number of experts on competency assessment, most notably Dr. Donald Medley, Dr. Arthur Wise, and Dr. William Harris. The purpose of the conference was to assist Commission members in formulating recommendations regarding competency assessment.

The Advisory Commission passed a resolution calling for the adoption of competency assessment procedures by the State Board of Education. Those assessment procedures are intended to assure that teachers have the basic knowledge, skills, attitudes, and values essential for effective teaching. The knowledge, skills, attitudes, and values should include (1) basic verbal and mathematical competence, (2) content knowledge in the areas of specialization for which certification is sought, and (3) the pedagogical competency needed for proficiency in performing teaching responsibilities. The Commission further resolved that teacher assessment procedures be based on the Standards for Colleges or Universities Preparing Teachers and should be administered prior to certification. The State Board of Education communicated the need for competency assessment to the legislature as part of the Board's concerns for legislative action during the current term.

The Commission members and Ohio Department of Education staff are now examining how the ideas implicit in the resolution can be operationalized.

Oklahoma

Oklahoma's House Bill 1706 went fully into effect in February 1982. Among its provisions, the bill requires competency in oral and written English. It also requires all prospective teachers to pass curriculum examinations in the subject areas they wish to teach. These examinations may be taken after students have completed ninety (90) college credit hours and they may be taken as many times as necessary. Reports on the average passing rates in the State's twenty (20) teacher education programs as well as average scores in each subject area are public information. Approximately 75% of the curriculum exams were passed and 98% of first-year teachers recommended for certification.

Upon graduation and completion of an approved program, an individual will be issued a one-year license. A person must be recommended by an institution of higher education for the license. During the first year of employment, the beginning teacher, referred to as the Entry-Year Teacher, serves under the guidance and assistance of an Entry-Year Assistance Committee. The Committee consists of a fellow teacher (Teacher Consultant), an administrator, and a higher education instructor. This Committee is charged with the responsibility of making a recommendation to the State Board of Education as to whether or not the Entry-Year Teacher should be certified. At the end of a year under the Entry-Year Assistance Program, the Entry-Year Assistance Committee shall either recommend the Entry-Year Teacher for certification or recommend that the Entry-Year Teacher serve an additional year under the Entry-Year Assistance Program. If the recommendation is for second year, the Entry-Year Teacher shall not be required to serve under the guidance and assistance of the same Entry-Year Assistance Committee. After the second year, the Committee shall either recommend certification or non-certification.

The law also provides for a range of inservice activities. Competency questions are addressed, therefore, by focusing on academic preparation, on teaching performance during the first year, and on continuing education activities. The State Department of Education has played a major role in developing competency examinations and other regulations required by law.

Oregon

The Teacher Standards and Practices Commission (TSPC) placed an amendment on the December 1983 agenda to Oregon's Administrative Rules to require applicants for certificates to demonstrate competency in basic skills. The effective date designated by the TSPC is January 1, 1985. The 1983 year was to have been used as a year of study from which tests and minimum scores would be established by January 1984. Testing is expected to be implemented by July 1, 1984.

Pennsylvania

The State Board of Education has established a task force to study teacher education. One of the major issues presently being debated is competency assessment for preservice education majors. The issue will probably be decided this Fall.

Rhode Island

House Resolution 7687 would have requested the State Board of Regents to require competency tests at least every two years. The resolution did not pass. No additional legislative action is expected during the next session of the legislature. However, new certification requirements for vocational teachers require the applicant to pass a written and a practical examination in the vocational area for which he seeks certification. The new regulations took effect October 1981.

South Carolina

Act 187 was passed into law in 1979 by the General Assembly. It requires (1) the administration of a basic skills examination of all students entering teacher education programs, (2) the administration of the NTE or a state-developed proficiency examination in non-NTE areas prior to certification, and (3) three evaluations by a team during student teaching and the provisional year of teaching. Full implementation took place during the school year 1982-83.

Tennessee

The State Board of Education mandated (November 1979) that all applicants seeking admission to approved teacher education programs shall (1) attain a minimum raw score on the California Achievement Test (a 1979 minimum of approximately the 9th grade level to a 1982 requirement of approximately 12th grade level) or (2) present an ACT score of 17 or an SAT score of 765. In addition, the directive specified that, commencing January 15, 1981, all applicants for teacher certification shall furnish the SBE a report of scores attained on the NTE Common Exams or the NTE Core Battery beginning in the Fall of 1982.

Texas

Recently passed Senate Bill 50 prescribes:

The State Board of Education by rule shall require satisfactory performance on a competency examination of basic skills prescribed by the Board as a condition to admission into an approved teacher education program. In addition, the Board by rule shall require satisfactory performance after graduation on a comprehensive examination prescribed by the Board as a condition to full certification as a teacher and shall require satisfactory performance on a separate examination prescribed by the Board as a condition to certification as a superintendent or other administrator. The Board shall prescribe the method of determining the satisfactory level of performance on a test under this subsection.

The State Board of Education has selected the Pre-Professional Skills Test published by the Educational Testing Service for use in determining basic skills attainment for admission purposes. During academic year 1982-83, a contractor conducted a content validity study and a standard setting study. The State Board will set the passing score in Fall 1983 or Winter 1984 for required use in Spring 1984. The first statewide testing date has been set for March 3, 1984, in approximately 45 testing centers.

Effective May 1, 1986, those who have not completed a teacher education program will be required to pass an examination in each teaching field for which a certificate is sought. The examinations have not yet been formulated or adopted by the Commission on Standards for the Teaching Profession.

Utah

The State Department of Education mandates that each institution preparing teachers submit a plan to the SDE indicating how required competency testing in basic skills is accomplished. Testing is required for admission to programs and before institutions can recommend teachers for certification.

Vermont

Regulations effective September 2, 1982, require approved programs to specify entrance and exit criteria in terms of abilities specified in the regulations.

More importantly, teachers in their first three years of teaching are required to pass a local performance evaluation including, but not limited to, the following criteria:

- ability to plan instruction
- ability to maintain a positive learning environment
- ability to conduct learning experiences for individuals as well as for groups
- knowledge of content area
- interest and motivation in continuing professional development

Virginia

Virginia is involved in three aspects of teacher competency testing. First, applicants for initial certification are required to submit scores on the National Teacher Examination. Scores on the Core Battery and an appropriate Specialty Area examination are required. A validation study of the area examination was recently completed. Recommended cutscores were presented to the Virginia Board of Education at its September 1982 meeting. A second study to validate the Core Battery plus the Specialty Area test will be completed in March 1984. Cutscores are to be established by the Board prior to July 1984.

A second recent action by the State Board of Education established a competency examination for probationary teachers. Effective July 1984, all new teachers will be issued a two-year, non-renewable, provisional certificate. During the two-year probationary period, an on-site evaluation of the teacher by a team comprised of representatives of the school administration, teachers, and higher education must be successfully completed. The Board's staff is in the process of designing this evaluation system, which is to be based on the seven competencies identified in the revised certification regulations. This program is called the Virginia Beginning Teacher Assistant Program under the direction of Mrs. Nancy C. Vance, Associate Director.

Finally, the recent revision of the state certification regulations requires all preparation programs to establish admissions requirements equal to or exceeding requirements for other programs offered at the institution.

West Virginia

The West Virginia Board of Education adopted Teacher Education Policy 5100 in April 1982. The policy, effective in September 1985, calls for assessment of basic skills, general education, content specialization, and professional education. All testing will take place within the approved teacher education program context. Therefore, the state does not anticipate certification by use of testing as a sole criterion, but testing with state level cutscores as a basis for cerification for completion of the approved program outcomes.

Wisconsin

In Wisconsin, competency assessment is not required, either for admission to teacher education programs or for certification. The State Superintendent's Task Force on Teaching and Teacher Education, presently still at work, is recommending:

a. that each teacher education institution require that applicants for admission to its preparation programs demonstrate mastery of basic skills by achieving a specific score on a standardized examination prescribed by the State Superintendent of Public Instruction.

b. that the State Superintendent of Public Instruction initiate a standardized test of basic skills, knowledge of subject matter, and knowledge of pedagogy as a condition for probationary licensure as a teacher in Wisconsin; that initially the data obtained be used to explore the relationship between performance on the test and the candidate's subsequent teaching performance; and that a candidate's performance on the test not be used as a basis for denying licensure until the validity of the test has been established.

It is expected that these recommendations will be adopted in some form by the Department of Public Instruction.

Wyoming

The State of Wyoming has no mandates for competency assessment of teachers. However, the only teacher education institution in the state has a program. The College of Education on its own has, effective 1982, instituted a competency assessment program for all students entering the College of Education. During the sophomore year, each student will be assessed in the areas of reading, writing, and mathematics. Students will also be required to complete a practicum in the schools where their ability to work with youngsters and other teachers will be assessed both by cooperating teachers and a supervising faculty member from the College. Students who fail to successfully complete this screening process will be counseled out of education and encouraged to enter other programs. At the current time, the California Achievement Test (CAT) is being used as the instrument for evaluating the basic skills of the prospective education students.

The faculty is proposing that all students demonstrate 17 competencies during or prior to student teaching before receiving the College's endorsement for certification. Estimate it will take four years to implement.

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